

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Lynda Yeoman

Official School Name: Sunny Brae Middle

School Mailing Address:
1430 Buttermilk Lane
Arcata, CA 95521-6910

County: Humboldt State School Code Number*: 12-62679-6007660

Telephone: (707) 822-5988 Fax: (707) 822-7002

Web site/URL: http://www.humboldt.k12.ca.us/arcata_sd/sbms/index.php E-mail:
lyeoman@humboldt.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Tim Parisi

District Name: Arcata Elementary Tel: (707) 822-0351

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Mary Wells

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| <u>1</u> | Elementary schools |
| <u>1</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>0</u> | High schools |
| <u>0</u> | Other |
| <u>2</u> | TOTAL |

2. District Per Pupil Expenditure: 8849

Average State Per Pupil Expenditure: 8117

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	42	31	73
K	0	0	0	8	43	40	83
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other	0	0	0
6	52	26	78				
TOTAL STUDENTS IN THE APPLYING SCHOOL							234

6. Racial/ethnic composition of the school:

6 % American Indian or Alaska Native
3 % Asian
4 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
78 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1.	234
(5)	Total transferred students in row (3) divided by total students in row (4).	0.150
(6)	Amount in row (5) multiplied by 100.	14.957

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 118

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>6</u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>14</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 26 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	97%	95%	96%
Daily teacher attendance	97%	96%	95%	95%	95%
Teacher turnover rate	11%	0%	11%	0%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

We do not track our daily teacher attendance as a district. We computed the information based on the number of work days (182) divided by the number of sick days taken by teachers each year.

Teacher turnover rate includes teachers' laid off due to declining enrollment.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Sunny Brae Middle School's mission is to work with the community, school board, parents and students to provide the highest quality of education in a safe and positive environment.

Located in the heart of Redwood Country in rural Arcata, CA, Sunny Brae Middle School (SBMS) is one of two schools in the Arcata School District (ASD) and includes grades six through eight. SBMS is the only true middle school in Arcata. With more public school districts, private school options, and charter school options than almost anywhere in the state per capita, it reflects well on our school that approximately 30% of our students do not reside in our attendance area, but choose SBMS because of its reputation in the community.

SBMS is an ongoing work in progress. Only through this philosophy, can continual change and growth occur. As a small school, housing 234 students in a community that is experiencing a severe decline in student population, a 50% free and reduced lunch population, and a changing student cliental, the staff must review and revisit its approach to student learning on a regular basis. The staff's commitment to the belief that every child can learn, that the curriculum must be challenging and accessible to all learners, and that learning occurs not only through instruction in the core subject areas of math, language arts, social studies, and science, but through a strong elective program that supports world language acquisition, the arts, music, technology, advanced learning, fitness, and core support have created a powerful learning environment for the students at SBMS.

Students in the sixth grade receive their core instruction in a self contained classroom setting. Their instructional day is complimented by a rotating program that consists of a physical education class and an elective rotation. This provides the stability of a core teacher with the opportunity to experience the challenges that can come with a rotating schedule. This combination has assisted students in making a successful transition from elementary to middle school. Our seventh and eighth grade students have a rotating schedule throughout the school day. Teachers as curriculum experts provide strong, challenging instruction in the core subjects throughout the morning followed by an afternoon of strong electives and physical education. The schedule has a combination of single and double block periods throughout the week creating flexibility in instruction and learning time.

Student support services compliment the basic foundation of the school. Our school community utilizes all available data to support student success, i.e. test scores, assessments, attendance patterns, classroom performance, grades, and discipline. Student progress in monitored and addressed through team meetings, SST's, and IEP/504's. Our special education staff and regular education staff work as a team to ensure that all students are successful.

SBMS has created a powerful, free after school program. The program has a rigorous homework/tutoring component while creating an active, exciting place for students. We are committed to maintaining a safe place for students during those critical after school. SBMS also provides a strong after school athletic program.

SBMS continually demonstrates that a strong core academic program and an enriching elective program can achieve the highest level of student learning. Our API scores attest to that each year. Our staff knows that our work is never done and that our commitment to providing the best educational experience possible for our students and families will always be a work in progress.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

California Public Schools test students in grades 2 through 11 using the California Standardized Testing and Reporting (STAR) program. This test is aligned to the high standards set in place by the State of California. At the middle school level, students in grade 6 are tested in language arts and math. In grade 7, students are tested in language arts, which includes a comprehensive writing test, and math. Students in grade 8 are tested in language arts, math (general math and algebra), science, and social studies.

Student performance information is received by the district in mid July. Information is shared with parents and staff in August of each year. California reports student progress in five categories: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. California also provides for students with severe learning disabilities by allowing schools to utilize the California Alternative Performance Assessment (CAPA). SBMS houses a Special Day Class on campus serving students with moderate to severe learning disabilities. Approximately 3 of our students each year take the CAPA. All other students with Individual Education Plans (IEP's) participate in the STAR test, including the students in our special day class that do not qualify for the CAPA.

SBMS has only three significant subgroups as recognized by the State of California. Our subgroups are white, socio economically disadvantaged, and students with disabilities. On occasion, our Hispanic population is over 10 students.

SBMS disaggregates the test data in language arts and math to make changes to the curriculum, instructional methods, and program for students.

SBMS has consistently scored above the AYP target for proficient and advanced students in both language arts and math for all groups except the students with disabilities group.

Trend Information by Subject and Subgroup:

Language Arts: Students with Disabilities have shown some fluctuation in their performance from 2003 – 2007. Scores have been on an upward trend since 2007, but remain under the minimum target for AYP. Our Hispanic students made a significant drop in 2004, but have shown steady growth since 2005 with approximately 59.1% scoring in the proficient/advanced range in 2008. SBMS has a significant number of students in the Economically Disadvantaged subgroup. These students have made substantial growth in performance with approximately 57.5% of the students in the proficient/advanced range in 2008. In 2008, 70.5% of all students performed in the proficient/advanced range.

Math: Similar trends can be seen over time in math. Again, SBMS consistently achieves far above the AYP minimum target in all groups except for Student with Disabilities. Improvement is being made, but at a slower rate than the other subgroups. With all other groups, there has been a steady rise in the number of students testing in the proficient/advanced range. In 2008, 64.5% of all students, 45.5% Hispanic, 67.6% White, 49.5% Socioeconomic Disadvantaged students scored in the proficient/advanced range. 100% of our students completing the Algebra 1 course scored in the proficient/advanced range in 2008.

SBMS received two awards in 2008 for outstanding performance on the STAR test. We were recognized as a Title 1 Academic Achievement Award School by the California Department of Education and an Honor Roll School from the Kids for California and California Business Association.

Our test scores reflect our school's commitment to continuous learning and improvement. We are committed to the belief that all students can achieve at a high level.

2. Using Assessment Results:

At SBMS, we regularly disaggregate data from our district assessments, state tests, student work samples and grade performance, to generate information that assists us in building the best possible program to meet the needs of our diverse student population. By reviewing student data, we are able to adjust not only what instruction each child receives, but the structure of our schedule. Over the past several years, we have altered our schedule to meet the specific needs of each group of students. Two years ago, our schedule was adjusted to provide students in grades 7 and 8 a double block language arts/social studies period with the same teacher. This provided the students with additional support in understanding and organizing the data from each class. This year, our data indicated a different need. We have a smaller number of students that needed additional time and instruction in some subjects. We created a core support class in language arts and math through our elective program to address this need. At SBMS, we believe that the formation of the schedule must reflect the needs of the students. Teachers meet regularly to discuss student progress and assessment data, then work to ensure that all students are reaching their highest potential. Students not mastering the state objectives are placed in settings that give them an opportunity to improve their skills, i.e. Title 1 labs, core support classes, academic support labs, after school program. Utilizing all available data allows our school community to plan curriculum and differentiate instructional strategies and scheduling needs that are tailored to the students' assessed needs.

3. Communicating Assessment Results:

As a work in progress, SBMS continually strives to find the best way to communicate information to parents. Parent/teacher/student conferences are held in the middle of each trimester. Students are responsible for sharing their own assessment information with parents. Teachers support and elaborate on the information. Mid trimester conferences allow for students to improve upon their performance prior to the end of the grading period. Parents receive their child's STAR test scores before school begins. The principal makes herself available to parents to review and discuss this information. All grades, homework, tests, quizzes, student participation information is available to parents and students through our online access program. Information is updated regularly to ensure that student information is current. Teachers are available through email, phone calls, and face to face meetings at anytime. The principal is very accessible to parents and supports parent communication through her email list and production of a monthly newsletter. At Back to School Night, parents are informed about the state standards, student expectations, and general information about the school. Data about the school is available to community members, parents, and students through the yearly Accountability Report Card, our web page, monthly newsletter, and local newspapers. Parent information nights, such as our 5th grade orientation program and Open House are held in the spring of each year to assist families in gathering information about SBMS. The principal, office staff, teachers, counselor, support staff, paraprofessionals, SSC, parent club members, and students are always available to address any question and/or concern from parents, students, and community members.

4. Sharing Success:

SBMS values communication with our feeder elementary school meeting regularly to articulate curriculum, programs, and best practices. Our staff meets with our local high school to ensure that our program aligns with the high school requirements for students. Monthly administrative meetings provide a forum for discussion about district wide needs in all areas. Information from these meetings is shared with parents and staff as appropriate. Teachers meet regularly in grade level teams and subject area teams to discuss curriculum, support services, and student needs. The School Site Council (SSC) meets monthly to address the needs of the school in alignment with the Single School Plan for Student Achievement.

As a small community, collaboration exists throughout the county. Our County Office of Education (HCOE) is instrumental in bringing schools together. Workshops, trainings, and information sharing meetings are all in place to assist small districts in maximizing the resources available. SMBS is one of only three middle schools

in Humboldt County. Our principal meets with the middle school principal in the neighboring town to share ideas and information about maintaining a true middle school environment, curriculum, scheduling, etc.

SBMS received two awards last year. We were recognized by the California Department of Education as a Title 1 Academic Achievement School and by the California Businesses for Educational Excellence as an Honor School. In both cases, our principal attended the sessions that allowed for success sharing and information gathering about what makes schools successful. It is not uncommon for the school to receive phone calls and inquiries about how and why SBMS has been able to maintain such a strong program.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

SBMS provides a well balanced, comprehensive, rigorous standards-based curriculum. Our core instructional program consists of language arts, math, social studies, and science. Our elective program consists of classes such as, Spanish, art, band, choir, cultural studies, technology, theater, core support, academic support, and enrichment core classes. Each student participates in a physical education class each day. We offer higher level math classes (geometry and algebra 2) that are accepted by our local high school for high school credit.

All curricular areas are taught based on the state standards and utilizing state adopted textbooks and materials.

The language arts curriculum is spiraled from grade level to grade level to ensure that students develop effective verbal and written communication skills.

All math classes cover the 5 strands of mathematics. Higher level math classes are provided for students that excel and core support classes are available for students that need additional instruction. (See additional curriculum area section.)

Social studies teachers expand student learning by providing comprehensive instruction in geography. Social studies instruction is enhanced through the use of student performances, hands on, project based lessons, group collaboration, and real world experiences. Students in grade 8 create a History Day project and many students qualify for participation in the Humboldt County competition. Each year, several students move on to the compete at the state level.

Earth, Life, and Physical Science are taught in accordance with the state standards. Instruction occurs through the use of direct instruction, investigation, lab activities, and technology. Students at all 3 grade levels enhance their understanding of the scientific process by completing a science project. Many elect to compete in the County Science Fair and go on to compete in the state level competition.

Spanish is taught through our elective program and is available to all 7th and 8th grade students. They learn to speak, read, and write basic Spanish. Learning about the culture is an additional component of the class.

Our elective program consists of classes that are standards based and support the extension of student learning. The goal of the elective program is to help students understand the connection between their core learning and the real world. Classes are developed and taught with this as the essential purpose. By participating in high level elective classes, students can better understand and appreciate the importance of skills taught in their core classes. Our elective classes provide an element of choice for students in determining the path of learning that best meets their interests and needs.

SBMS has over the last three years strengthened the visual art program. The program now supports a strong curriculum, appropriate support materials, and an art room. Our performing arts program includes band instruction at all levels. Students have an opportunity to participate in beginning, intermediate, concert, and jazz band. We have a 6th and a 7th/8th grade choir. We support a school musical each year with students serving as actors, singers, stage hands, lighting directors, scenery designers, and house managers.

SBMS supports student learning by teaching the necessary technology skills to participate in our global world. The use of appropriate web based technology, digital camera use, integration of computers into student projects, video broadcasting are all part of the program. The school utilizes a student run television studio to produce and broadcast the morning bulletin each day on SBMS T.V.

Core support classes and Title 1 learning labs are in place to provide additional learning opportunities for struggling learners. Instruction is designed to give teachers additional time to teach and students additional time to learn.

2b. (Secondary Schools) English:

The language arts curriculum is designed to develop verbal and written communication skills in the strands of Reading, Writing, Written and Oral Language Conventions, and Listening and Speaking, based on the state standards. The Reading strand of the standards includes comprehension, analysis of literature and informational text, and vocabulary development. Students read and analyze a variety of texts including district and teacher selected core novels, newspapers, anthologies. The selection of our core novels allows for the integration of real world lessons and cross curricular collaboration. Frequent response lessons are included in each unit. Our writing strand consists of lessons and activities in each of the 6 genres: Narrative, Summary, Response to Literature, Persuasive, Cause and Effect, and Expository/Technical. The writing program is integrated throughout all subject matter. Students are instructed through a Writers' Workshop format: Drafting, Editing, revising, and peer editing. Rubrics are used to guide students through the writing process. In the Listening and Speaking strand, our students are taught the necessary skills to present information clearly and successfully. The strands include both instruction in ones own presentation style (voice volume, eye contact, etc.) as well as the format of the presentation (persuasive, informational, etc.)

Our schedule provides for additional support of students not meeting grade level standards in language arts. Students may receive an additional period of support in a special education, EL, or core support class.

3. Additional Curriculum Area:

The math program at SBMS provides an exceptional learning opportunity for students. The program is aligned with the state standards and the textbooks and materials are state approved. Math instruction is differentiated to meet the needs of all students. Through the use of flexible grouping strategies, all students have the opportunity to increase their math skills. Our 6th grade students have a rigorous set of curriculum standards. Teachers create both large and small group instruction situations that focus on a solid understanding of the basics and enriching lessons and activities that create opportunities to utilize and expand upon those basic skills. Our 7th and 8th grade curriculum focuses on an understanding of the concepts of pre-algebra and algebra. Students are enrolled in a core class of either pre-algebra, advanced pre-algebra, algebra 1A or algebra. In addition to their core class, many students take geometry or algebra 2 as an elective. Successful completion of the class allows students to enter high school with credit for these classes already in place. All students in grades 6-8 participate in the Accelerated Math Program. SBMS has a "MathCounts" class and a team is chosen each year to compete in the county competition. Support for math is available to students through our special education program, Title 1 program, after school program, and core support program.

Student understanding is measured by district developed common assessments and state standardized testing. Data is used to make changes to the program and/or schedule to ensure student learning.

Math is supported throughout the year by activities such as "Celebrate PI Day".

4. Instructional Methods:

SBMS provides a challenging, balanced approach to student learning. Programs are data driven and aligned to the state standards. Materials are state adopted and provide for both extended and remedial learning opportunities for students. Every effort is made to engage each student in the learning process. Lesson design includes strategies such as direct instruction, lab activities, hands on activities, cooperative learning groups, guided inquiry, large and small group instruction. Higher level thinking skills are incorporated into units. Real

life experiences are used to enhance the learning process and allow students to see how what they are being taught is relevant to their life.

Technology is integrated into each classroom. Computers, televisions, projection equipment, and digital cameras are available to all teachers and students. Students are taught the necessary skills to present their learning through multimedia projects.

To address the needs of students requiring extra support, curriculum is differentiated by teachers. Teachers are available to support students during their prep period, and before and after school. Core support classes are available to students. Our special education staff work closely with our regular education teachers to assist students in accessing the curriculum.

Articulation across grade levels both within our school and with our feeder elementary can result in changes in instructional strategies, program implementation, resource allocation, and assessments that assist us in meeting the needs of all students.

In addition to regular communication with parents, the homework hotline is made available to students and parent weekly via hard copy, the homework phone line, and online. The homework hotline gives students and parents a clear understanding of what has been assigned and when it is due. Ensuring that parents understand the expectations has assisted in making improvements in student learning.

5. Professional Development:

Professional development is seen as two fold at SBMS. The need for group designed professional development and the need for individual professional development. Each year, the SSC and staff work collaboratively to develop a Single Plan for Student Achievement. We review the data to determine the next step in our work in progress philosophy. School-wide professional development is driven by the results of this process.

When new textbooks are adopted, the staff receives training and instruction on the use of the materials. Selection of materials is done through a district committee and the County Office of Education.

The District Staff Development committee works with the superintendent to develop and support district training. When the data clearly indicated a need to improve our district-wide writing program, the committee worked to send our Language Arts teachers to the "Step Up to Writing" training. HCOE collaborates closely with districts to develop a clear understanding of the needs of our rural community and brings powerful presenters such as Kate Kinsella and Anita Archer, and trainings to this area. Kim Sutton, a nationally renowned consultant and trainer in math, lives in Arcata. She has provided numerous workshops and trainings to our staff. District-wide minimum days are utilized to support collaboration and articulation within the district.

The principal works with teachers to develop personal goals. From these goals, decisions are made in regards to the needs of individuals in the area of professional development. There is strong support for the importance of each individual growing and learning.

6. School Leadership:

The philosophy of the principal at SBMS is that we all make a difference. Three ideas best describe that: Shared decision-making, shared responsibility, and shared accountability. Within this is the clearly understood and stated belief that in every decision made, students must come first. The process for change at SBMS begins with a clearly identified and stated need. Discussion is open and brainstorming occurs. All participants are encouraged to and supported within this process. The process continues through discussion and refinement of the options. All input is consider and valued. When possible, the group will come to consensus about the best

possible option for students. When consensus cannot be reached, the principal will take all input and create a plan for students. This plan is always clearly defined and her reasoning for making decisions clearly explained. Staff members, classified and certificated, parents and students are treated as important pieces of a bigger whole. Each is valued as a member of the team and their input is welcome as a part of any decision.

Students are clearly the center of the vision of the principal and the staff. Modifications to programs, practices, and scheduling are made based on data and direct needs of students. The principal is highly engaged with the students, has direct knowledge of their families, their social, and academic needs. She encourages staff to be available to students throughout the school day by modeling this behavior. She is visible on campus, in classrooms, and before and after school.

Teachers and support staff are encouraged and supported to take on leadership roles. Their input is sought out and utilized. Each member of the team brings a different view and perspective of any situation and is encouraged and valued. There is a true open door practice at SBMS.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: STAR

Edition/Publication Year: 2007

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	57	71	65	60	45
% Advanced	15	28	21	25	18
Number of students tested	68	80	82	85	83
Percent of total students tested	99	99	99	98	94
Number of students alternatively assessed	1	0	1	1	0
Percent of students alternatively assessed	1	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	42	57	53	45	32
% Advanced	7	32	12	10	12
Number of students tested	45	37	42	51	49
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced			40	40	
% Advanced			20	10	
Number of students tested			10	10	
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	0			18	
% Advanced	0			9	
Number of students tested	11			11	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2003 - 2004

Grade: 6 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient +	55	71	67	54	64
Advanced	18	38	46	26	35
Number of students tested	68	80	82	85	83
Percent of total students tested	99	99	99	98	94
Number of students alternatively assessed	1	1	1	1	0
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient +	43	56	57	37	51
Advanced	11	32	37	10	24
Number of students tested	45	37	42	51	49
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient +			50	40	
Advanced			30	10	
Number of students tested			10	10	
3. (specify subgroup): Students with Disabilities					
Proficient +	0			0	8
Advanced	0			0	0
Number of students tested	11			11	13
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 7 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	67	59	55	44	39
% Advanced	33	32	18	9	10
Number of students tested	87	78	95	91	105
Percent of total students tested	99	99	98	92	98
Number of students alternatively assessed	1	1	0	0	1
Percent of students alternatively assessed	1	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	59	49	37	28	23
% Advanced	31	16	4	2	7
Number of students tested	36	43	58	44	44
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	34				8
% Advanced	17				0
Number of students tested	12				13
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2007

Grade: 7 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	75	77	66	69	57
% Advanced	47	53	38	28	24
Number of students tested	90	78	96	91	105
Percent of total students tested	99	99	99	92	98
Number of students alternatively assessed	1	1	0	0	1
Percent of students alternatively assessed	1	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	57	67	51	56	35
% Advanced	39	44	19	14	11
Number of students tested	38	43	59	44	49
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with disabilities					
% Proficient plus % Advanced	25		13		7
% Advanced	25		0		7
Number of students tested	12		15		14
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 8

Test: STAR algebra

Edition/Publication Year: 2007

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	96	87	88	48
% Advanced	66	48	30	25	14
Number of students tested	32	33	37	24	59
Percent of total students tested	37	35	38	20	53
Number of students alternatively assessed	1	0	1	0	2
Percent of students alternatively assessed	1	0	1	0	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced		100			42
% Advanced		40			0
Number of students tested		10			19
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): General Math					
% Proficient plus % Advanced	48	53	29	40	20
% Proficient plus % Advanced	17	7	6	3	0
Number of students tested	52	57	49	80	46

Notes:

We administer both a general math and Algebra 1 test to our 8th grade students. I reported our general math results as a sub group as the program would not let me enter two sections of 8th grade math.

Subject: Reading
Edition/Publication Year: 2007

Grade: 8 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	74	67	64	43	49
% Advanced	56	38	31	25	19
Number of students tested	86	92	86	111	108
Percent of total students tested	98	98	89	94	97
Number of students alternatively assessed	1	0	1	0	2
Percent of students alternatively assessed	1	0	1	0	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	60	52	44	18	35
% Advanced	29	21	14	10	10
Number of students tested	35	48	37	48	49
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	82			25	
% Advanced	64			17	
Number of students tested	11			12	
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	13				
% Advanced	0				
Number of students tested	8				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: